

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

-Split the post pattern.

### 5.1 Can the learner defend against a two-on-two movement?

-When a screen is set try to move around it.

When a screen is set, switch the player you are defending with your teammates.

This En Route Learning is developed simultaneously with the above learning experience.

When a screen is set against a defensive player the defender should try to move around the screen to maintain good defensive position. The defender should use a hand "feel" for a screen that is being set. If effective at this, the defender should be able to step around the screen. It is also helpful for the defensive teammates to talk to each other in order to inform their teammates soon enough so the defender may be able to avoid the screen.

The defender guarding the offensive player setting the screen should warn the teammate that a screen is being set and call for a "switch". The defender being screened must pick up the offensive player setting the screen and thus prevent an easy pass back. For the above two En Route Learnings, set up a two-on-two game-like situation. The offensive teams are to use different screening patterns. If necessary, designate a specific screening pattern for the offense to use. Create a "make it keep it setting" for the offense not to exceed five consecutive keepers. You can assign points for each time the offense scores or each time the defense stops them from scoring or both.

Does the learner demonstrate the ability to avoid a screen in three out of five trials?

Do the learners communicate with each other on defense, to assist in avoiding screens?

Do the learners on defense demonstrate effective "switching" technique in three out of five trials?

**Grade/Level** Secondary

**Concept/Activity:** Basketball III

**Objectives:** The learner will be able to:

1. Use high speed dribbling and or passing to avoid a full court pressure defense.
2. Play a full court player-to-player defense to create a turn over.
3. Use fast break techniques to score a basket.
4. Defend against a fast break.
5. Incorporate the fundamental skill of basketball into a regular game:
  - a. four-on-four to five-on-five.
  - b. half court and full court offense and defense.

**En Route Learnings**

**Teach To The Objective**

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**1.1 Can the learner advance the ball upcourt against an aggressive defense?**

Dribble up the court as fast as you can.

Dribble up the court against a defensive player.

The focus in this experience is on dribbling under control against an aggressive defense using high speed dribbling skills. When defensive players are introduced, the development of objective #1 and #2 become simultaneous. Have the learners practice dribbling from one end of the court to the other uncontested. You want the learners dribbling as fast as they can under control. As the learners gain control, they can increase their speed. At the same time introduce changing direction, low protective dribbles and reverse dribbling. Add a defensive player to the experience when the dribbler demonstrates skillfulness in high speed dribbling. Consider controlling the aggressiveness of the defender until the dribbler has demonstrated the ability to adjust. The focus of the defender is to use an aggressive player-to-player defense full court. Plan an activity that test the learner's speed to advance the ball up court under control.

Does the learner demonstrate the ability to use high speed dribbling for thirty to fifty feet:  
-changing directions?  
-protective dribbling?  
-reverse dribbling?

Does the learner demonstrate the ability to use high speed dribbling against:  
a. defensive play from thirty to fifty feet three out of five trials?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

1.2 Can the learner combine passing/dribbling to advance the ball up court?

By passing, advance the ball up court- no defense.

In these experiences the focus is on combining passing and dribbling in advancing the ball up court against a pressure defense. The complexity can be controlled by the number of offensive and defensive players used. The court size can vary depending on the number of players and skill of the learners. Using two to five offensive players, arrange them on the court so they only need to use passes to advance the ball up court.

Does the learner demonstrate the ability to advance the ball up court by passing in three out of five trials?

Dribbling and passing, advance the ball up court- no defense.

Similar player arrangement as above. The learners should use three to five dribbles prior to passing.

An activity for both learning experiences is to time each group's ability to advance the ball up court and score.

Does the learner demonstrate the ability to combine passing and dribbling to advance the ball up court three out of five trials?

2.1 Can the learner, in a game-like situation, use full court pressure defense in a two-on-two to five-on-five situation?

The focus shifts to a full court defense. The learners have developed their ability to play player-to-player defense. In this experience they need to increase the time and distance they must maintain an aggressive defense. The number of players is determined by the ability of the learners to defend. Increase the number of players as appropriate.

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

In a full court situation, maintain good defensive position.

Two-on-Two.

Three-on-Three.

Four-on-Four.

Five-on-Five.

Have the offensive players start with an inbound pass and advance the ball by dribbling and passing up court. The defenders are trying to maintain good defensive position to prevent the offensive player from having a direct drive to the basket. The speed of the offense should be controlled to allow defenders to successfully practice defensive position. As appropriate, gradually increase the speed of the offense.

Does the learner demonstrate the ability to consistently maintain good defensive position when playing a full court pressure defense?

Use a full court player-to-player pressure.

Two-on-Two

Three-on-Three

Four-on-Four

Five-on-Five

The learners on defense become highly aggressive trying to force offensive players to lose control of dribble or stop dribbling, cut off passing lanes and or intercept passes. This experience should only be developed when the learners are ready to apply aggressive pressure on defense and demonstrate the ability to maintain control on offense. Varying the number of players controls the complexity. Some learners could maintain control in a three-on-three situation, but not in a four-on-four. The consideration here is to have the learners practice under conditions that they are ready for. Another way to control complexity is to provide a player advantage to offense or defense. For example: Two-on-Three/Three-on-Two/Three-on-Four/Four-on-Three, etc.

Does the learner demonstrate the ability to create a turn over using a full court pressure defense?

For an activity award points for good offensive or defensive play. The defense get two points every time they create a turn over. The offense gets two points for successfully advancing the ball over a specified point (foul line).

3.1 Can the learner use a fast break effectively to score (no defense)?

These experiences naturally follow the previous objective as well as rebounding and driving to the basket techniques. If learners do not demonstrate good rebounding or driving to the basket skill, teach for it directly.

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Rebound an offensive shot, make an outlet pass, and use a fast break to advance the ball up court to score.

- a. Defensive rebounding.
- b. Dribbling/passing up court.
- c. Drive to the basket.

The number of learners could vary from three to five. After a shot the ball should be rebounded and thrown to the outlet player. There should be two players on the wing who will advance up court with the fast break guard who is in the middle of the court. The player with the ball pulls up (stops) at the foul line and passes to a player driving from the outside (wing) to the basket. The pass should be thrown so that the receiver does not have to dribble before shooting.

Learners should also practice passing the ball up court with no dribbling and also or passing and dribbling. Controlling the speed of the fast break and the number of players allows learners to focus on the skill. Work for the learners to be able to fast break under control in a five-on-five situation.

Test the learners by timing their fast break from the rebound on defense to the score on offense.

### 4.1 Can the learner make a smooth transition from offense to defense?

Make the transition from offense to defense quickly.

Disrupt or slow down the outlet pass.

The fast break is the ultimate offensive weapon. Learners need to recognize the importance of making the transition from offense to defense to slow down or stop the fast break. This En Route Learning and the next En Route Learning will be developed simultaneously. Once the defensive team rebounds the ball they become the offense team and the offensive team becomes the defenders. When learners can adjust from offense to defense quickly, by getting into a good defensive position, they will more effectively be in position to disrupt the outlet pass or prevent it from aiding the fast break.

Does the learner in three out of five trials demonstrate the ability to use the following techniques to run a fast break:

- Defensive rebounding?
- Outlet pass?
- Dribbling and or pass to advance the ball up court?
- Use patterns to drive to the basket to complete the fast break?

Does the learner demonstrate the ability to make an effective transition from offense to defense in three out of five situations?

Does the learner make the transition from offense to defense quickly enough to disrupt or slow down the outlet pass in three out of five situations?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

On the transition from offense to defense pick up player-to-player as quickly as possible.

Control the speed of the transition to provide the defenders time to move into defensive position. Gradually increase the speed as the learners demonstrate the ability to make the transition from offense to defense. Once the defenders pick up the offensive player, they are in position to use the player-to-player defense taught in previous learning experiences.

Does the learner demonstrate the ability to make a smooth quick transition from offense to defense in three out of five situations?

### 4.2 Can the learner use a fast break effectively to score points?

These learning experiences are developed simultaneously with the above En Route Learning. The learning experiences presented below are the same as presented in the first En Route Learning with the addition of defensive players.

Rebound an offensive shot and use a fast break to advance the ball up court to score.

- a. Defensive rebounding.
- b. Dribbling/passing up court.
- c. Drive to the basket.

The main consideration for this experience is similar to the above experience that focuses on defense. Control the complexity of the experiences with the number of players involved, the speed of the experience, and the intensity of the players. When learners demonstrate difficulty in maintaining control decrease one or more of the complexity characteristics. Increase complexity as control is demonstrated.

Does the learner in three out of five situations, demonstrate the ability, against an active defense, to execute a fast break using...

- Rebounding
- Outlet pass
- Advancing the ball up court--passing/dribbling.
- Using patterns to drive to the basket for a shot.

Design an activity that rewards both offensive and defensive play. On offense, award a point when the offensive players advance the ball up court successfully and two points for each score. Award the defense one point for creating a turn over. Every five points switch the players from offense to defense and defense to offense.

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

5.1 Can the learner play a game of basketball using both offensive and defensive skills?

In a four-on-four situation play a regular game of half court basketball.

Full court basketball.

Five-on-Five...  
half court.  
full court.

The purpose of this objective is to provide the learners an opportunity to play the game of basketball as conventionally as possible. Opportunities should be established (when possible) to play under conditions that encourage the use of the skills learned in basketball. Consider grouping the learners into groups that allow them to play under conditions that are designed for their ability level. For example: if learners can only effectively deal with three-on-three situations play for that (or four-on-four or five-on-five). In most physical education situations it is difficult to arrange more than four half court games. Regardless of the situation, plan for maximum participation. Set up tournaments (round robin, ladder, elimination) to create some interest in game play. Always take the opportunity to help the learner refine their skills.

Does the learner demonstrate the ability to use the skills and strategies consistently and effectively in a regular type basketball game?

## FOOTBALL

Football is a game that is played by many students starting at a very young age. The value of the game for the instructional program meets two basic purposes. One is for cultural purposes. The game was invented in America and is widely played and viewed by millions of Americans. The second reason for its inclusion in instructional programs is that the skills of the game are similar to skills of other sports but also have some characteristics that are unique only to football. One of the unique characteristics is passing. In football, the receiver is usually moving away from the passer. This requires some special adaptation skills on the part of the passer and receiver. The focus of this unit is on the passing game, however, adaption can be made for coeducation flag football.

Teachers may want to add other skills to this unit and/or place less emphasis on the passing game. If so, consider some very important factors. Most other football skills that are used in football (besides punting and kicking) are used in contact. For safety purposes these should not be taught in a regular physical education class. These skills will be developed when students choose to join a school or community football program.

The learning objectives in this unit ask the learner to obtain a high level of skill when passing, receiving, running passing routes, and playing pass defense. Progress at a rate that will allow learners to obtain these skills. The learners will learn three positions in this unit; passing, receiving and defending. There are two considerations for the teacher in designing instruction. One, the learners remain at one position until they demonstrate the basic skills of that position and then rotate to a new position. Secondly, the teachers can rotate the learners from position to position at a regular frequency. There are advantages and disadvantages to both. Learners may be able to master the skills of all three positions faster if they remain at one until it is mastered. However, the learners may become bored remaining at one position too long and lose interest. The

last three learning experiences are kicking, punting and catching. These skills could be incorporated into game-like play by following specific safety guidelines.

1. No rushing the punter (punter has four to five seconds to punt the ball).
2. Players cannot move down field until punt or kick is caught.
3. No blocking, pushing or any other contact is allowed (unless touch football is being played).

An activity that is very rewarding for the learners and allows them to test their skills is a punt, pass and kick contest. The contest assesses distance and accuracy.

Distance: The learners see who can punt, kick or pass the ball the furthest. Measure a line or tape pulled straight down the field.

Accuracy: A line is marked (or measuring tape) straight down the field. The punt is marked where the ball hits the ground. The distance from the line to the ball is the accuracy score. Learners can win the distance contest or the accuracy contest or both.

Ability grouping the learners for skills development and game play will be helpful. This will allow the teacher to structure the distances (a critical factor in this unit) appropriate to the skill level of the learners.

### Key References

Domitrovitz, M. Coed Flag Football in Physical Education and Sport for the Secondary Student. AAPHERD, Reston, Virginia: 1983, pp. 115-126.



Grade/Level: Sixth/Secondary

Concept/Activity: Football

Objectives: The learner will be able to:

1. Pass and catch a football with a moving receiver.
2. Demonstrate the ability to use offensive and defensive strategies in a two-on-one setting.
3. Use offensive and defensive skill and strategy in a three-on-two game of football.
4. Execute at least four pass routes correctly in a six-on-six situation.
5. Perform specific skills unique to the game of football.
  - a. Punt a football for twenty yards.
  - b. Kick a football for thirty yards.
  - c. Catch a football punted or kicked two out of five trials.

En Route Learnings  
Learning Experiences

Teach To The Objective

Monitor Learner Progress

- 1.1 Can the learner pass and catch a football with a partner while stationary?  
(PEH 299-300)

This may be the first physical education experience that is specifically directed at football. However, it is not uncommon for many learners to have participated in community youth football leagues. Keeping the focus for these learners on the refinement quality of skills will be important. The mechanics of passing a football are the same as the overhand throwing pattern. If learners do not demonstrate a correct overhand throwing pattern, teach directly for it at this time.

Make the ball spiral when you pass it.  
-Grip the ball between the middle and end.  
-Step toward target when throwing.

A correct grip is the key to a spiral. Select footballs that will allow the learners to grip the football as follows:

1. Place the fingers on the laces of the football between the middle and end.
2. Spread fingers comfortably with thumb underneath ball.
3. The ball is held with the fingers - not in the palm.
4. The passing pattern is similar to the basic overhand throwing pattern.

Focus on the spiral before asking for accuracy. Have learners pass to a large target area so accuracy is not a concern. Stance and weight transfer are critical to developing a correct passing pattern. Use modified balls (nerf) balls as appropriate for developmental level of the learners.

Does the learner demonstrate a correct punting form when striking the ball?

Does the learner demonstrate the ability to make a spiral pass for a distance of 20 feet in three out of five trials (use a large target area-focus is on spiral)?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

When learners can make three out of five passes to the large target area, begin to gradually reduce the target area. Maintain standard criteria for each target size before reducing the size of the target area.

Pass a spiral to partner fifteen to twenty feet away while stationary?

Learners are ready for partner work when they demonstrate the ability to make a spiral pass for a distance of 20 feet three out of five trials. For this combined learning experience the passing cues are the same as the above.

Does the learner demonstrate the ability to make a spiral pass to a partner three out of five trials twenty feet away?

Catch a ball pass from a partner while stationary.

The hand placement in catching a football may vary in some other sports. The basic difference in football is that it is usually caught when moving away from the passer. There are some factors that are similar and should be easily transferred: watching the ball "in", catching the ball with the fingers and absorbing the ball (giving) as it comes in. The ball should be caught with the fingers, the arms give and the ball tucked away into the arm pit. Standing 15 to 20 feet apart, have the learners focus on catching above the chest. As learners demonstrate correct catching technique above the chest, practice catching the ball below the chest. Practice should focus on catching a ball in front of the body.

Does the learner demonstrate the ability to correctly catch a football four out of five trials passed from at least twenty feet?  
Note: all the qualities listed under "Learning Experiences" should be demonstrated.

-Give and tuck the ball away.

-Thumbs are together fingers pointed up to catch a ball above the chest.

-Turn fingers down, little fingers together, to catch a ball below the waist. (PEH, 300)

Catch balls in different areas around the body.

Learners need to practice catching balls that are passed to different spots around the body while facing passer. Do not begin this learning experience until the learners demonstrate correct technique with the two above experiences. The basic focus is the same.

Does the learner demonstrate the ability to catch a football in the following areas around the body in four out of five trials?

1. Catch ball above and outside shoulder (left side right side.)
2. Fully stretch above the head to catch a ball.

- in front of the chest?
- above the head?
- over the left and right side of the shoulder?
- standing sideways to the passer (left and right)?

En Route Learnings  
Learning Experiences

Teach To The Objective

Monitor Learner Progress

3. Catch the ball in different spots in front of the body below the chest.

Catch a ball while standing sideways to the passer.  
-left side facing passer.  
-right side facing passer.

The little fingers are together making a "basket" like shape when catching a football. The learners need to practice while stationary. Practice should focus on:

1. balls caught between waist and chest.
2. above the chest.
3. below the waist.
4. facing one direction, then the other.

Before moving to the next condition, learners should demonstrate the ability to catch three out of five passes.

1.2 Can the learner receive a passed ball when running a pass pattern?

Run twenty feet and cut straight across in front of the passer-"crossing pattern."

-starting stance is standing with feet comfortably staggered or three point stance position.  
-make a good body fake on the cut.

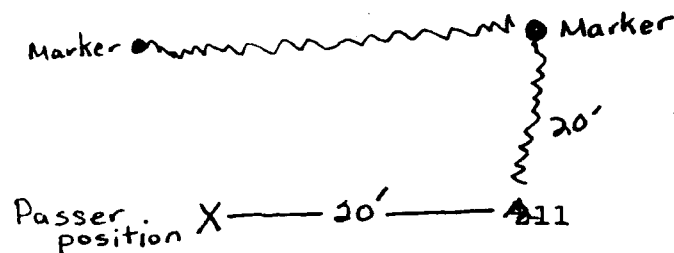
Learners should demonstrate the ability to run basic pass routes first without catching a passed ball. The types of routes are optional. There are two presented below as learning experiences. It is important that the learners be expected to run correct routes. Additional routes are presented in later learning experiences.

Practice the routes at half speed and gradually increase speed as learners demonstrate the ability to run correct routes. Use markers to assist the learner in knowing where and when to make cuts and the angles they should use.

Does the learner demonstrate the ability to execute a crossing pattern correctly four out of five trials?

Crossing Pattern

1. From starting stance, run twenty feet straight to marker.
2. Make a body fake to the outside, plant outside foot and pivot as you step with inside foot at a right angle back to the inside crossing in front of passer.
3. Run straight across.



The receiver will need to slow slightly just prior to the body fake/cut. Learners must execute a good body fake and "square cut" before they can start receiving a football.

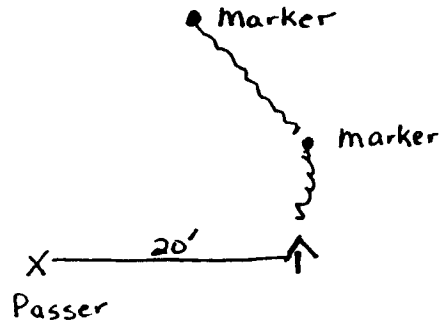
Run a "post pattern" by going 10 feet and out at an angle toward the middle of the field.

Same general consideration as above.

Post Pattern

1. Run 10 feet straight ahead from starting position.
2. Make a body fake to the outside.
3. Plant and pivot on the outside foot and step with the inside foot at an angle toward the middle of the field.
4. Run at an angle away from passer down toward the middle of the field.

Does the learner demonstrate the ability to execute a post pattern correctly four of out five trials?



- 1.3 Can the learner make a pass that is catchable by a receiver running a pass route?

Group the learners so that they remain as passer and receiver. This will allow them to focus on one skill at a time-passing or receiving. Rotate learners when they demonstrate the ability to correctly perform the skill. You may need to consider rotating the learners earlier if they demonstrate boredom of practicing the same thing too long. However, a motivating factor is holding the learner accountable for performing the skill correctly before they can rotate.

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Lead the receiver so the receiver can run under the ball.  
Crossing pattern.

Place the learners in groups of threes - one passer, two receivers. Receivers take turns running pass routes. Learners use the same crossing pattern as practiced in previous learning experiences. The receiver will need to run routes at half speed. As receivers and passers demonstrate control, the speed can be gradually increased. The teachers may need to manipulate the passers throwing force when throwing to a moving receiver. The more trouble the passer is having the more they will need to slow the speed of the pass down. The speed of the receiver will also be a factor to manipulate.

Design a game that awards points to the receiver who catches passes and passers who make catchable passes. Each learner gets five trials at each. The one with the most points wins.

Run a post pattern.

Practice the post pattern after learners have demonstrated the ability to pass and receive a ball correctly. The considerations for the post pattern are the the same as above. The difference is in the passer. The learners have to make a pass to a receiver running away from them. Demonstrating how to lead the receiver will deal with the idea of using the correct amount of force when passing. The activity above or a similar activity could be designed for this experience.

Does the learner demonstrate the ability to lead the receiver effectively in three out of five trials?

2.1 Can the learner maintain a defensive position while the offensive player is running a pre-determined pass pattern?

Pass defenders must be able to run backwards quickly, turn left or right and run sideways and stay close to the receiver. The way these types of skills are used is unique to football.

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Starting stance is on your toes, knees bent, and the upper body is leaning forward slightly.

Run backwards for at least 20 feet.

Turn and run sideways from defensive pass stance on the signal.  
Turn right.  
Turn left.

Run backwards, on the signal turn and run sideways.  
Right turn.  
Left turn.

Stay close to a receiver running a crossing pattern (no pass).  
-run backwards and break on receiver's cut.

The first step out of the stance is backwards. The upper body will straighten up slightly during the run. A common problem when running backwards is falling down. The upper body should not lean backward. The knees should lift enough to allow the feet to step back without tripping on the ground.

The learner must be able to look at the spot where the receiver was standing while running sideways. To turn right and run side ways the right foot drops back body rotates to the right (pivoting on left foot) the left leg crosses in front of the right with the left side of the body facing toward the receivers starting position. Reverse the pattern when running sideways to the left.

Organize the above learning experiences by grouping the learners in twos. One learner is in a pass receiver position, the other will be in a pass defensive position facing the receiver from about 10 feet away. On a signal the defensive learner executes the turn and run. Rotate learners every 3 to 5 practices.

Have the learners practice at half speed. When they demonstrate a controlled turn (critical part to the learning experience) they should continue to run backwards at half speed. As they turn, they can gradually increase the speed of the sideward run. Increase the backward running speed after the learners demonstrate control in turn and fast sideward running.

Ask learners to see how fast they can get from the defensive stance to a marker 30 feet away by running 10 feet backwards and 20 feet sideways.

Use markers to force the receiver to run the same route continuously. This is important to help the defenders practice making "breaks" (turning) on the receiver's cut. The defender will run backwards until the receivers makes the cut. The defender reacts by breaking on the cut to keep the receiver between the defensive position and the passer.

Does the learner demonstrate a correct starting stance?

Does the learner demonstrate the ability to:  
-run backwards for twenty feet?  
-run sideways for twenty feet?

Does the learner demonstrate the ability to change from a backward run to a sideward run under control?

Does the learner demonstrate the ability to break on the receiver's cut and keep the receiver between self and passer?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

-keep receiver between you and the passer's position.

Note: Defending a crossing pattern does not require the defenders to run sideways. But they must break on the ball. The break will be forward toward the receiver's outside shoulder.

You should be on the receiver's outside shoulder when ball is thrown.

Same considerations as above when adding the pass. The learners should practice at half speed. Defenders should not try to block pass. Gradually increase speed as learners demonstrate the ability to be in position on the outside shoulder when ball is thrown.

Does the learner demonstrate the ability to be within three feet of the receiver's outside shoulder when ball is thrown?

Block pass before receiver catches ball.

The defender must be able to reach with inside arm and knock pass down without touching receiver. Emphasis should be on two ideas. Block pass-try not to intercept it and avoid touching receiver. To block pass, defender has to be close to receiver's outside shoulder. Intercepting will be more in depth during later experiences.

Does the learner demonstrate the ability to block a pass in two out of five trials?

Stay close to a receiver running a post pattern.

Similar considerations for practicing as previous experiences. The big difference is that the defender tries to get in a position between receiver and passer. The correct position is close to the inside shoulder of the receiver.

Same as the previous monitoring consideration.

-run backwards and break on receiver's cut.

-Keep close to and between receiver and passer.

-Block a pass.

The learners can be organized in a variety of ways for the above learning experiences. One suggestion is to place them in groups of threes with similar abilities. This will make it easier for the learners to practice breaking on the ball. The learners would rotate from one position to the next every three to ten trials. The learners could test their skills in an activity similar to the following game: Defender receives six points for each pass they actually block; receiver will get six points for each pass they

actually block; receiver will get six points for each pass caught; and the passer gets six points for each pass caught or that was catchable (do not count blocked passers). The learners will get three trials at each position. The learner with the most points wins.

3.1 Can the learner on offense call and execute an effective pass pattern?

En Route Learnings 3.1 and 3.2 should be developed simultaneously. The focus is on offensive and defensive pass skills and strategies. Learners can be in groups of five or six people. When in a group of five, the passer will need to be the same learner the entire game. This maintains an even number of receivers and defenders. In this situation the games should be short - first to score 18 points - so learners can rotate in and out of passer (quarterback) position. One defender should be passive when there are six learners to a group.

Call pass patterns that keep receivers away from each other.

The quarterback should call the pass routes. Provide a set of cards with passing plays for the quarterback to choose from. Example:

1. Receivers on left and right side of quarterback.  
Receiver on left - post pattern. Receiver on right - crossing pattern.
2. Reverse the above.
3. Reverse on the same side. One runs a post the other a crossing pattern.

Does the learner demonstrate the ability to call pass patterns that spread the defense out?

3.2 Can the learner on defense maintain good defensive position against pass receivers?



## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Decide which pass receiver you can match up with best defense.

Defenders have to decide which receiver they can best defend against and defend that player. Defenders should focus on getting and maintaining good body position and blocking passes.

Does the learner demonstrate the ability to select a receiver that they can defend?

There are two basic ways to organize the game play.

1. Each group of five or six will have their own playing field. Goal lines are marked. Teams earn touchdowns by advancing the ball across the goal line. There are a variety of rules that can be used for this situation. Learners could have some flexibility in establishing the playing rules. The teacher must provide guidance for safety and maintaining the focus on the skills to be used in En Route Learnings 3.1 and 3.2.
2. The ball is always put in play from the same spot. Touchdowns are awarded for some or all of the following:
  - Three passes caught in a row.
  - Block passes.
  - For each pass caught.
  - If pass is caught beyond 20 feet marker.

### 3.3 Can the learner select the open receiver?

Watch both receivers and pass to the open receiver.

Use a lead pass to help create an open passing lane.

The learner, when passing, must be able to watch both receiver and determine which receiver will be open. The faster this can be done after receiver makes out the greater the offensive advantage. The passer should pass the ball before defender has a chance to recover and before the receiver is too far away.

Does the learner demonstrate the ability to identify the open receiver as soon as the cut is made?

Does the learner lead the receiver to help create or maintain an open passing lane in three out of five trials?

En Route Learnings  
Learning Experiences

Teach To The Objective

Monitor Learner Progress

4.1 Can the learner  
run a down and out  
pass pattern?

The previous learning experiences taught the learners the mechanics of running pass routes and defending against pass receivers. If learners do not demonstrate the correct mechanics of running pass routes and defending against pass receivers, return to those previous learning experiences and teach for it directly before proceeding with this En Route Learning.

Run a down and  
out pass pattern  
no defender.

- run straight toward the sideline.
- run pattern so that you are running toward sideline and line of scrimmage.
- run pattern so that you are running slightly upfield while running sideline.

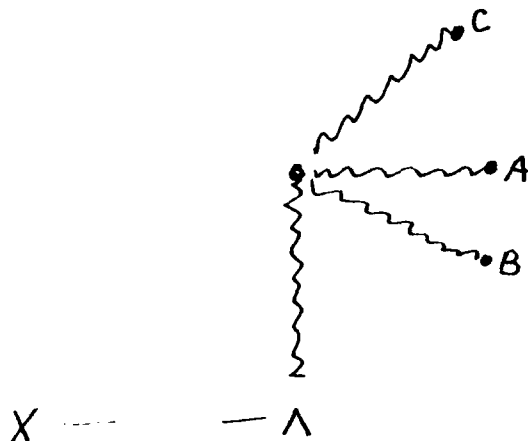
The learners should practice the pattern at half speed until they demonstrate correct cuts. There are three variations to the pattern. Teach only one at a time.

Down and Out

1. Run about 20 feet, make a fake to the inside and plant inside foot.
2. Make a right angle turn stepping toward the right side line with outside foot.
3. Run straight toward sidelines.
  - b. Run slightly toward line of scrimmage.
  - c. Run slightly upfield.

Does the learner demonstrate the ability to:

- run a down and out pass pattern correctly?
- catch a pass while running a down and out pass pattern?



## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Catch a pass while running a down and out.

Increase the speed of running the pass pattern as learners demonstrate control of making the pass cuts. Introduce the pass as learners begin to increase speed. Manipulate the speed and the pass to help the learners improve performance. This is done by adding or taking away the pass and/or increasing or decreasing the speed.

Pass the ball to a receiver running a down and out.

Another factor to consider is the pass. Down and out patterns are difficult passes to make because the receiver is moving away from the quarterback so fast. One suggestion is to start the receivers five to ten feet away from the quarterback.

Does the learner demonstrate the ability to make a pass to a receiver running a down and out pass pattern in two out of three trials?

### 4.2 Can the learner defend against a receiver running a down and out pass pattern?

This is similar to the crossing pattern. Break on the receiver when the cut to the outside is made. The defender's position is next to the outside shoulder of the receiver. Practice at half speed. Increase speed when defender is able to break and position correctly.

Guard a receiver running a down and out pass pattern half speed without a ball.

Does the learner demonstrate the ability to defend against a down and out pass pattern in three out of five trials?

Half speed with a ball

Learners can test their ability to defend down and out by seeing how many passes they can block out of ten trials. Learners can rotate from passer to receiver to defender. The learner with the most blocks is the winner.

Gradually increase speed practicing defense without a ball then with a ball.

Block pass thrown to receiver.

When learners demonstrate the ability to run and defend the down and out pass pattern, design a game that includes passing, receiving and defenders. Each learner will have four downs at each position. The quarterback earns six points for each catchable pass. The receiver earns six points for each pass caught. The defender earns six points for each pass blocked. The learner with the most points with equal trials at each position is the winner.

4.3 Can the learners in a four-on-four situation use offensive and defensive pass patterns effectively?

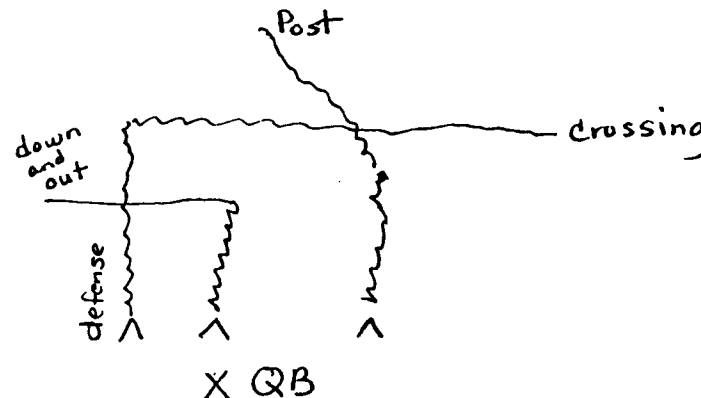
In these experiences the learners will be using the three pass patterns taught previously; crossing, post, and down and out. There are four players on offense; three receivers and a quarterback and three defenders. Learners should rotate position from offense to defense regularly (every four to eight trials). The quarterback should be the designated play caller. Providing play cards may be helpful in guiding the quarterback in calling plays.

Call plays that spread the defense out.

Learners need to recognize the offensive advantage in running pass plays that spread the defense out. Pass routes that allow defenders to be near each other when defending can create an advantage for defense. The example below demonstrate a pass pattern that would spread the defense out. The learners must be held accountable for running pass patterns as taught.

You have five seconds to pass to an open receiver.

Run pass patterns correctly.



Does the learner demonstrate the ability to call pass plays that spread the defense out?

Does the learner demonstrate the ability to make a pass within five seconds to a receiver in three out of five trials?

Does the learner demonstrate the ability to execute pass patterns correctly?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Identify the receiver you will defend.

Stay with receiver until pass is thrown.

Learners on defense should tell each other who they are defending. This must be done orderly and quickly so the offense does not gain an advantage by starting play before the defenders are in position. During early learning experiences, do not allow ball to be put in play until the defense is ready. Remove this instruction when learners demonstrate the ability to get into position quickly.

Design a passing game that has regular advancement of the ball. First downs can be earned by advancing the ball ten yards or by making two completed passes out of four attempts. Make teams even by adding a fourth player to defense. This player would be neutral on defense, but could rotate with other defensive players. A time limit or a specific point total could be designated to determine game length.

Does the learner demonstrate the ability to select the correct receiver to defend and maintain defensive position until pass is thrown in three out of five trials?

### 4.4 Can the learner add pass patterns to a four-on-three situation?

Run a "flag" pass pattern.

Run a "fly" pass pattern.

Run a "hook" pass pattern.

Run a "stop and go" pass pattern.

There are numerous pass patterns that can be taught to the learners when adding pass patterns to the learning experiences, consider the following:

1. Add only one pass pattern at a time.
2. Practice the new pass pattern under simple conditions and gradually increase complexity. (Note: refer to previous pass pattern learning experience for progress.)
3. Teach learners how to defend against each pass pattern.
4. Add the pass pattern to game situations when the learners are ready to use it.

Pass patterns are diagrammed on the last page of this unit.

Note: The previous monitoring considerations that used passing routes apply for these learning experiences. It is critical to hold learner accountable for executing pass patterns correctly.

Does the learner in four out of five trials demonstrate the ability to run a:

- flag pass pattern?
- fly pass pattern?
- hook pass pattern?
- stop and go pass pattern?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

### 4.5 Can the learner use offensive and defensive strategies in a two-on-two and/or six-on-six game situation?

Spread the defense out.

Tell each other on defense who you are defending.

Run pass patterns correctly.

Defend receiver until pass is thrown.

The considerations for these learning experiences are similar to learning experiences presented early. The difference is that more players are being used in the game situations. It will be important to control several factors when planning for these experiences:

1. Some learners may not be ready to participate with larger groups. They may progress better remaining in three-on-three to four-on-four situations.
2. Reduce complexity of game play or return to previous learning experiences if learners continually demonstrate problems with skills or strategies of the game.

Reminder: Complexity can be controlled by:

- a. reducing or enlarging field size.
  - b. giving passer more or less time to throw.
3. Plan game play that is appropriate to school learners situation.
  4. Play short game so learners can play more games against more teams.

Note: The same monitoring consideration used in similar learning experience apply here. The difference is these experiences have more players. Hold the learners accountable for executing the skills and strategies.

### 5.1 Can the learner punt a football?

Stand in a staggered stance holding the ball with both hands.

Punt the ball by stepping with the left foot and swing the right foot up - do not kick football (for right footed kickers).

The punt in football is similar to the goalie kick in soccer.

The learners should stand with the non dominate foot slightly forward (for right handers) holding the ball with both hands. The ball is held waist high with the dominate hand under the center of the ball or just to outside. The opposite hand is placed on the side and is used to guide/balance the ball on the dominate hand. The ball is pointed forward elbows are slightly bent.

Learners need to practice the kicking swing from one step before they can use three steps. Early practice should be without a ball. Add the ball as learners demonstrate correct leg swing. The kicking leg becomes fully extended at the point where the ball and foot makes contact. The left foot must remain planted on the ground as the kicking leg swings through. After the ball is

Does the learner demonstrate a correct one foot approach when punting?

## In Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Take one step and punt the football.

kicked the non kicking leg may leave the ground during follow-through. The foot makes contact with the ball on the instep of the foot about 12 inches from the ground. The foot is pointed. The nose of the ball continues to forward. The focus should be on the correct kicking form not on the flight of the ball.

Does the learner demonstrate a correct punting form when striking the ball?

Take three steps-left, right, left (for right footed kickers) and kick the football.

Learners should practice first without kicking the ball. Add kicking when they demonstrate a coordinated three-step approach. Continue to reinforce the above teaching consideration.

Does the learner demonstrate a correct three step approach to punting?

Kick the ball for distance.

The focus for the learner shifts to distance when they demonstrate correct form. Emphasis should also be placed on kicking the ball "fairly" straight. Provide the learners various distances to kick the ball. Start with ten yards and increase by three to five yard intervals when they can demonstrate correct form and a fairly straight kick three out of five trials. A "fairly" straight kick is one that would not vary more than six yards from a perfectly straight kick. The flight of a kick should be a high arch. A twenty yard kick should be about ten to twelve yards high at the top of the arch. Learners can self test their kick and/or compete against each other with the following game-like activity. Place a line twenty yards away from the punting area. They can see how many out of five trials they can kick across the line accurately.

Does the learner demonstrate the ability to punt a football for a distance of twenty yards?

### 5.2 Can the learner punt a spiral ball?

Punt a spiral ball by strike the ball just on the outside of the instep.

Only consider this experience after learners have mastered the above learning experiences. For some learners they are already punting spirals naturally. The spiral punt is the result of a specific drop of the ball. The ball must be kicked just on the inside of the shoe laces.

The learners could have an activity when they take turns punting spirals. The learners could vote on who has the best spiral each time.

Does the learner demonstrate the ability to make the ball spiral when punting?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

### 5.3 Can the learner kick a football soccer style?

Kick a football off the tee using the instep kick you learned in soccer.

Kick the ball so it goes high in the air.

Take one step and kick the ball.

Take three to five steps and kick the ball.

Kick the ball at least twenty yards.

Can you make the ball go high when you kick it.

Kick the ball so that it goes "fairly" straight.

There are two ways to kick a football from a tee soccer style and the traditional straight on style of kicking. The teacher may select either style to teach, but should only teach one style. In recent years the soccer style has evolved as the most popular because kickers obtain more accuracy and distance. The soccer style football kick is performed similar to the instep kick in soccer. Learners should have acquired this skill during their elementary work with soccer. If they have not, teach for it directly at this time.

Learners should have tees to kick the football from. Start the learners off using one step and kick - step left kick with right foot (for right footed kickers). Provide the learners with a target area to kick toward but maintain emphasis on the kicking form. The foot should make contact below the center of the ball to kick the ball high. The learners can add steps (three to five) as they demonstrate correct form.

The focus of the experience gradually shifts to accuracy or what the ball does after it is kicked. Provide the learners a target area twenty yards from the kicking tee. The learners should practice until they demonstrate they can kick the ball high, fairly straight, and for at least twenty yards three out of five trials. The height of a ball being kicked twenty yards from a straight line point. Learners can test their performance by seeing how many balls out of ten they can kick twenty yards landing within five yards of a straight line.

Does the learner demonstrate the ability to kick a football soccer style?

Does the learner demonstrate the ability to kick the ball at least twenty yards in three out of five trials?

Does the learner demonstrate the ability to kick the ball five to six yards high in three out of five trials?

Does the learner demonstrate the ability to kick the ball "fairly" straight?



## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Kick the ball  
twenty-five yards.

Gradually increase the distance learners kick the ball  
as they demonstrate control of their kick.

Does the learner demonstrate the  
ability to kick the ball...  
...twenty-five yards?

Kick the ball  
thirty yards.

### 5.4 Can the learner catch a punted or kicked football?

Catching a punted or kicked football may be one of the  
most difficult receiving skills. The ball is usually  
traveling fast and the shape of the ball can make the  
ball difficult to catch. The skill of catching is no  
different than for catching other balls with the hands.  
It is the condition that makes it more difficult.

Catch a ball  
thrown into the  
air.

This can be a self toss or partner toss. The important  
idea is to catch a ball coming down. Learners can be  
asked to toss the underhand normally as well as making  
a toss that makes the ball flip end over end.

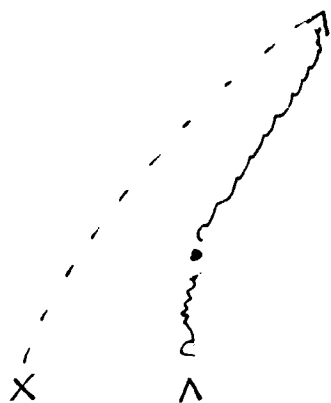
Does the learner demonstrate the  
ability to catch a lost ball  
thrown high into the air three  
out of five trials?

Catch a ball that  
is punted or kicked  
to you.

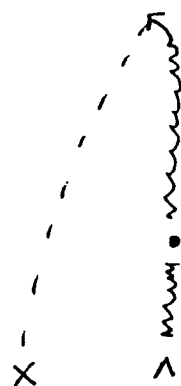
This can be practiced with partners at the same time  
kicking or punting for distance is practiced. Be sure  
to plan for enough space so learners won't run into  
each other while looking up to catch a ball.  
Learners can test their catching ability by seeing how  
many balls they can catch (out of five) that are kicked  
or punted to them.

Does the learner demonstrate the  
ability to catch a punted or kicked  
ball two out of five trials?

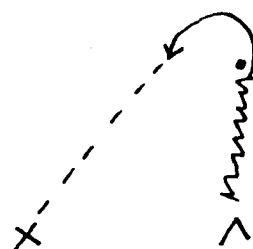
Flag Pass Pattern



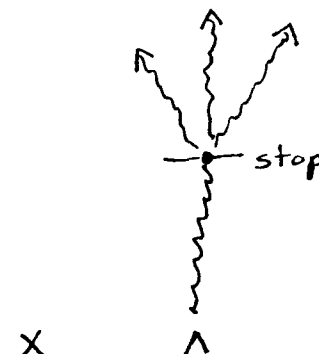
Fly Pass Pattern



Hook Pass Pattern



Stop and Go Pass Pattern



## SOCCER

Soccer is a combination of running, jumping, dodging, and kicking in a fast moving, virtually non-stop game that is played basically with the feet and requires a high degree of speed, fitness, and stamina. The main objective is to move the ball down the field into the opponent's area and score a goal by either shooting or heading the ball into the opponent's goal, with the whole of the ball passing between the two posts, under the cross bar and fully crossing the goal line.

Soccer is the most popular sport in the world and is played extensively in Europe and South America. It is a very inexpensive game requiring only a ball and a fairly large playing space, (average 80 yards by 120 yards). The game is comprised of two teams with eleven players on each team. An accurate description of the field and rules are covered in the FA Coaching Book of Soccer, Tactics and Skills by Charles Hughes.

For instructional purposes the learner should experience the following skills:

- 1) Passing and trapping - with both feet stationary and in motion
- 2) Dribbling - past stationary and moving defenders, using both feet
- 3) Shooting - technique and accuracy
- 4) Heading - defensive and offensive
- 5) Tackling - delaying and winning the ball

### Equipment

Enough soccer balls so you have a minimum of one ball for two to four learners.

At least one set of goal posts (two goals) - portable goals are preferable. A set of smaller goals for small-sided games are useful for initial instruction in the unit.

### Key References

Hughes, Charles, The FA Coaching Book of Soccer, Tactics and Skills. Queen Anne Press, 3rd floor, Greater London House, Hampstead Road, London NW1 7QX

Seidentop, Herkowitz and Rink, Elementary PE Methods, pp. 358-369, Prentice-Hall Inc., Englewood Cliffs, New Jersey, 07632

Rees, Roy, The Manual of Soccer Coaching, U.S.A. National Youth Team Coach Under-16, Ambon Inc. P.O. Box 11133, Spring, Texas 77391

Ditchfield and Bahr, Coaching Soccer the Progressive Way, Prentice-Hall, Englewood Cliffs, New Jersey, 07632.

### Key Resources

Video: U.S.C. vs. Clemson college soccer game, Fall 1986, the Roundhouse, Rosewood Drive, Columbia, South Carolina 29205.

Game Rules: Official High School Soccer Rules, South Carolina High School League, Blatt PE Center, Columbia, South Carolina 29208.

**Grade/Level:** Secondary

**Concept/Activity:-** Soccer I

**Objectives:** The learner will be able to:

1. Dribble a soccer ball with control.
2. Pass a stationary ball to a moving receiver.
3. Demonstrate how to receive the ball by:
  - a. immediate trapping.
  - b. deflect trapping.
4. Dribble and shoot in a controlled offensive and defensive (one-on-one) situations.
5. Use dribbling, passing and shooting effectively in a two-on-two situation.
  - a. Use defensive skills and strategies successfully in a two-on-two situation.
6. Demonstrate the ability to use dribbling, passing and receiving while working in groups of threes.
7. Shoot at a goal after receiving a pass while working in groups of threes.

**NOTE:** If the learners are not ready for the skills included in this unit, teach or review the materials from the elementary physical educations guidelines in the appropriate sport areas of Basketball, Soccer, or Volleyball. See Appendix of this document.

**En Route Learnings**

**Teach To The Objective**

**Monitor Learner Progress**

1.1 Can the learner dribble with control (PEH 242-243)?

The learner will need to practice dribbling in an unrestricted space. There may be other learners around, but the focus should be on the dribble. Tennis balls can be used, or other suitable balls as well as soccer balls.

Does the learner use both the inside and outside of the foot when dribbling?

Use the inside and outside of the foot surfaces to dribble.

Teach the learners parts of the feet (both feet) that should be used. They should keep the ball as close to the feet as possible. Learners need to focus on using both feet from the beginning. The learner should have control of the ball - not chasing it. The speed of their dribbling is important for control. If they get out of control, have them stop and begin again.

Does the learner use both feet when dribbling?

Keep the ball close to the feet.

As the learners demonstrate control, have them test themselves by dribbling for thirty seconds around the practice area. Make sure learners keep the ball close to their feet.

Does the learner keep the ball under control while dribbling for at least thirty seconds?  
...is the learner within two running steps of the ball at all times?

Use "Soft Feet" when dribbling the ball.

Does the learner demonstrate the ability to dribble with "soft feet"?

Use both feet inside and outside

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

### 1.2 Can the learner control the dribble under increasingly complex conditions?

Maintain control when taking your eyes off the ball.

Maintain control as space is decreased.

...space is increased.

...objects are added to the space.

Adjust the dribble to avoid hitting an object.

Adjust the dribble when other players come too close.

Continue to focus in the above considerations. As control is demonstrated ask the learners to "occasionally" look up as they dribble. The learners can be asked to look at objects, such as the teacher's hand. The idea is that soccer players must have the ability to dribble with the ball and also be aware of what is happening around them.

These experiences focus on increasing the complexity of the conditions in which the dribble is used. The considerations discussed in En Route Learning 1.1 must continue to be reinforced. By gradually decreasing the space, the learner's focus shifts to being able to use the dribble in increasingly complex conditions.

As learners move closer together, they must make rapid adjustments. Continue to reinforce: using the inside and outside of the foot; keeping the ball close to the feet; and dribbling with "soft feet". Manipulate the complexity of this experience by altering the size of the space. If the learners are having too much difficulty, increase the space size. As the learners demonstrate control, decrease space size.

Avoid decreasing the space any smaller than is practical for good soccer experience. When arranging space, use several sizes. Divide the learners into groups (possibly ability groups) and have them practice within an assigned space appropriate for their skill level. Complexity of this experience can also be manipulated by decreasing or increasing the number of learners in a space and/or the use of stationary objects (cones, tires, carpet squares) in the space. Design a self test for the learners to check their skill. When dribbling in less space, learners should be able to dribble for thirty seconds with control. When dribbling with stationary objects, learners should be able to dribble under control for twenty seconds without touching the object.

Area Soccer - Designate a small area. All players have a ball, or every two players. Players must dribble ball in a confined area without touching someone else's ball, someone else or going out of bounds. If any of these happen, player is to dribble twice around the outside of the area in order to return to game.

Does the learner demonstrate the ability to dribble the ball with control when taking their eyes off the ball?

Does the learner demonstrate the ability to maintain control as the space is decreased?

Does the learner dribble using:  
1. Inside and outside of the feet?  
2. Both feet?  
3. "Soft Feet"?

Does the learner demonstrate the ability to adjust the dribble to avoid hitting a stationary object or a moving player while keeping the ball going for thirty seconds?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

### 1.3 Can the learner gain an offensive advantage in a one-on-one situation?

Adding a defensive player increases the complexity of dribbling by shifting the learner's focus from how to use the skill to executing the skill. It is critical to explain and model to the learners how the strategies will be used in the practice conditions. The next En Route Learning will focus on the defensive play. The options you need to consider is whether to develop the offensive and defensive strategies separately or simultaneously.

"Take the defender on" in a one-on-one situation.  
Use fakes.  
Use speed.

Several one-on-one situations are used throughout the field. "Taking the defender on" is an attempt to dribble past the defensive player. In regular game play this is a critical skill to have when there is no teammate support or in a one-on-one move to the goal. The offensive player can use fakes and speed:

1. Head and body fakes.
2. Start with the ball and change direction.
3. Slow up and explode past the defender.
4. Move at one angle and quickly change directions.
5. Some combinations of the above.

The defensive play should be passive in the early part of the learning experience. As the offensive learner demonstrates control, gradually increase defensive pressure.

The practice area should be at least 30' x 50'. Design a testing activity to see how long it takes a player to get from one end of the practice area to the other. Give the learner at least three trials during the test.

"Take the defender on" to make a shot.

The considerations are the same as above. After learners have gained an offensive advantage, their concern shifts from dribbling to shooting. The offensive player uses strategies to move past the defender to make a shot. For this experience the practice area may need to be lengthened to approximately 30' x 70'

The learners can play a game to three goals or for five minutes. Review or teach the rules (modified/regular) that are necessary for this experience.

Area Soccer - Same as objective 1.2 except assign a defense for each offensive player and one ball. Change from offense to defense when the offensive dribbler loses the ball.

Does the learner demonstrate the ability to "take on a defender" using fakes and speed to create an offensive advantage?

Does the learner demonstrate control while dribbling with the ball?

Does the learner demonstrate the ability to create an offensive advantage so that a shot can be attempted two out of five trials?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

- 2.1 Can the learner use an "inside of the foot pass" to pass to a moving target (PEH 238-239)?

Pass to a stationary partner using the "inside of the foot pass (PEH 238-239)?

The following three En Route Learnings will develop the use of the different foot surfaces while passing a ball. The three passing techniques can be developed separately (as presented in the material) or developed in combination with the others skill. It is likely that passing (Objectives 2) and trapping (Objective 3) might be taught simultaneously. Consider the options before teaching such as teacher preference, skill level of the learners and the success of similar previous learning experiences. The learners can be grouped in pairs to increase active participation. The learners receiving the pass should utilize the trapping skills developed in objective #3.

The most used pass is the inside of the foot pass which is generally used to keep the ball on the ground thus allowing for easier control.

Passing techniques:

1. Inside of foot faces the ball.
2. Non-kicking foot is placed beside the ball, pointing in the direction of the pass.
3. Swing from the hip of the kicking leg.
4. Make contact with the ball in the middle or upper half to keep the pass low.

Does the learner demonstrate the ability to pass correctly with the inside of the foot pass four out of five trials?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

The distance between the learners should allow them to focus on the passing technique rather than the speed of the kick. As they demonstrate control, have them gradually increase the speed of the kick and/or distance apart. The learners need to practice with both feet. However, do not ask them to practice with the non preferred foot until they demonstrate minimal proficiency with their preferred foot.

Design a self test from the different distances. Have learners test themselves by the number of successful passes they make in five trials.

Does the learner demonstrate control of the pass before increasing the speed or distance?

Does the learner demonstrate the ability to use both feet?

Pass to a moving partner.

Lead the moving partner with the pass.

The considerations are basically the same as the above. The learners must focus on passing to a space in front of the moving target. This requires them to pass the ball in front of the partner they are leading to the pass. Control the distance, speed and angle of the moving partner. As proficiency is demonstrated these factors can be gradually increased

Does the learner demonstrate the ability to lead a moving target three out of five trials?

As complexity is increased, does the learner demonstrate the ability to adjust to the conditions three out of five trials?

### 2.2 Can the learner use the "outside of the foot" to pass to a moving target.?

Pass the ball to moving player-partner.

Use a leading pass to your partner.

The technique is different, but the considerations are the same as for the "inside of the foot pass".

Outside of the foot passing technique:

1. Outside of foot faces the ball.
2. Toes of the kicking foot are extended down and rotated inward.
3. Contact is made with the outside surface of the foot on the middle or upper half to keep the pass low.

Same considerations as "inside of the foot pass". The outside of the foot pass is used when players are very close to each other. Consider how to use the pass when planning for distance, speed and variations of the moving target.

Does the learner demonstrate the ability to pass correctly using the outside of the foot pass four out five trials?

Does the learner demonstrate the ability to lead the moving partner three out of five trials?

Does the learner demonstrate the ability to adjust to changing



## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

2.3 Can the learner use the instep of the foot to pass to a moving target (PEH-239)?

Pass to a stationary partner using the instep of the foot.

Pass to a moving partner.

The considerations continue to be the same as for En Route Learnings 3.1 and 3.2. Instep kick is more widely used than the inside or outside of the foot pass. It is the predominate kick for shooting and making long or high passes. These learning experiences will focus on its use for passing in short to medium range - ten to fifty feet.

Instep of the foot passing technique:

1. Make contact with the shoelaces - foot instep.
2. Extend the kicking foot.
3. Place the nonkicking foot beside the ball and point it in the direction you want to send the ball.
4. Bend the kicking leg at the knee, but keep knee bent "over" the ball.

Messy Yard Players are divided and spaced on either side of a dividing line. Have as many balls as possible (and a number of small groups, if desired). On a signal, try to kick/pass as many balls to the other side of line in a specific area within the time limit. Teacher may specify the type of kick/pass. The team with most balls in the other half (in specified area) is the momentary winner.

Does the learner demonstrate the ability to pass correctly with the instep of the foot pass four out of five trials?

Does the learner demonstrate control of the pass before increasing the complexity of the experience?

Does the learner demonstrate the ability to lead a moving partner three out of five trials?

Does the learner demonstrate the ability to adjust to the new or altered conditions?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

- 3.1 Can the learner demonstrate the correct way to "immediately" trap a ball (PEH 240-242)?

Let the body "give" in the same direction the ball is traveling.

Meet the ball as it comes to you.

An "immediate" trap is controlling and keeping the ball when it is received. The immediate trap is generally performed with the foot or knee.

As the body surface is trapping, the force of the incoming ball is absorbed. This slows the ball down so it can be easily controlled by the player. Have the learners work in pairs, so one partner can roll the ball while the other practices trapping. The practice situation should be basically stationary. The learners can practice the knee and foot trap separately and combine the two as control is demonstrated. Have learners test themselves by the number of balls they can trap in ten trials.

As soon as the learner demonstrate the ability to trap the ball, have them move to meet the ball. They do not want to wait on the ball.

During the early learning experience, the learner should practice with slow moving balls. Increase the speed of the ball as the learner is ready for more complexity. Other teaching considerations are similar to the previous learning experiences.

Circle Trap/Kick - Form small circle (6) and have 3 player in the middle and 2 - 3 balls. The balls should be constantly moving. Players on outside trap and kick to middle and middle does the same.

Does the learner demonstrate the ability to "give" with the body part while trapping the ball?

Does the learner trap with the knee?  
...foot?

Does the learner correctly trap four out five trials with the knee?  
...with the foot?

Same as above

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

### 3.2 Can the learner use a foot trap to control the ball without stopping it (PEH 240-242)?

Move in a forward direction, trap the ball without stopping it, and continue to move forward.

1. Inside of the foot.
2. Outside of the foot.

Move in a variety of directions to trap the ball without stopping it.

1. Inside of the foot.
2. Outside of the foot.

Deflective trapping with the feet is the focus of these experiences. (Deflective trapping is gaining control of the ball without stopping it.)  
The purpose is to be able to continue moving as the trap is made. Learners should be able to trap a ball while moving and still move in the direction they are traveling. Have the learners practice by moving in a forward direction while trapping.  
Practice with softly rolled balls and gradually increase the speed as they demonstrate control.

The learners need to focus on deflective trapping from a variety of directions - toward the ball at different angles and away from the ball. The purpose is to control the ball without stopping and control it in the direction the player is moving. Roll a ball to the learners as they are moving to test them by the number of balls they can control in ten trials.

Does the learner demonstrate the ability to use deflective trapping correctly four out of five trials?

Same as above

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

### 3.3 Can the learner use a deflective chest trap (PEH 241)?

A deflective trap is also used with the chest.

Come to the ball, lean back and get under the ball.

1. Stationary
2. Move to the ball.
3. Move at various angles.

As with other traps, the learner must move to meet the ball and give with the body as the ball makes contact. The body leans back and gives so the ball can fall to the ground in front of the body. Have a partner toss a ball to a stationary learner practicing the chest trap. As the learner demonstrates a correct chest trap they should start moving to the ball. Increase the complexity by having the learner move at various angles to the tosser. Remember, the ball should "deflect" off the chest to the ground in front of the body. Let learners test themselves by the number of balls they can deflect off their chest to the ground in front of their body in ten trials.

Does the learner demonstrate the ability to use a chest trap correctly four out of five trials?

Does the learner lean back?

Does the ball "deflect" to the ground in front of the body in four out of five trials?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

### 4.1 Can the learner dribble and shoot without a defender?

In objectives #1 and #3 the learners developed dribbling and passing skills. These experiences focus on combining those skills into dribbling and shooting. Shooting techniques are very similar to passing because the instep kick is the predominate skill used.

Shoot (kick) a stationary ball to a goal.

The focus here is on shooting a ball to a goal (target). The technique is the same as outlined in En Route Learning 3.3. Because most shots are direct and low, contact should be at the middle or upper half of the ball. Divide the learners into groups of two's. Design a goal arrangement that induces maximum participation in practice shooting. Use regular goals, cones, tires, and plastic cartons to make goal areas. Learners can shoot through a goal to a partner or shoot into a goal with a backstop.

Gradually increase speed/distance of kick.

There are several possibilities of which the learner can take advantage in the natural layout; such as fences, walls, and hills. Start with a distance about twenty feet from the goal.

During the early learning experience, have the learners focus on efficiency of the kick. The speed of the kick and the distance from the goal can be manipulated to control the complexity.

Have the learners take five goal shots from twenty feet when they have hit three out of five, move them back five feet. Continue this until they are forty feet from the goal.

Does the learner demonstrate the ability to use an instep kick to effectively shoot at a goal?

Does the learner demonstrate the ability to score a goal three out five trials from increasing distances?

1. Twenty feet?
2. Thirty-feet?
3. Forty feet?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Dribble toward the goal and shoot.

The considerations are generally the same as the above. Have the learners dribble toward the goal with control and shoot. The learners should first begin with a short dribble, and easy speed, and shooting from angles that are easy for them. As they demonstrate control, gradually adjust the conditions to manipulate the complexity of the experiences. Consider the same type of self test as presented above or design a new one.

Does the learner demonstrate the ability to dribble toward a goal and shoot?

Does the learner demonstrate the ability to score a goal from increasing distances three out of five trials?

1. Twenty feet?
2. Thirty feet?

### 4.2 Can the learner change directions when dribbling toward the goal and shoot?

Many of the above considerations will continue to apply in these learning experiences. The focus shifts to increasing the complexity of the dribble prior to shooting.

Dribble for about twenty to thirty seconds while changing directions.

Mark off areas that are two to thirty feet wide. Ask learners to change directions of the dribble several times while moving toward the goal. Use cones, tires, etc. as stationary objects that can be added to increase the complexity and create directional change.

Does the learner demonstrate the ability to change directions while dribbling toward a goal?

Dribble and change directions while moving toward a goal and shoot.

Do not ask learners to shoot until control is demonstrated and they have crossed a designated point. At this time learners increase their dribbling speed. Learners can test themselves by the length of time it takes them to dribble through a thirty foot obstacle area and shoot. The learner will want to compare the number of goals scored in relation to the time it takes to dribble and shoot.

Does the learner demonstrate the ability to change directions while dribbling toward a goal and score three out of five goals from increasing distances?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

### 4.3 Can the learner dribble and shoot against a passive defensive player?

In these experiences, the focus will shift to the use of the skill in simple offensive and defensive situations. Considerations of the previous En Route Learnings will continue to apply. In all experiences, the defensive player should maintain passive pressure.

Shoot a stationary ball against a passive defender.

Divide the learners into groups of two's. Alternate them every three to five trials from shooter to defender. The shooter should be approximately twenty feet from the goal. The defender will line up between the goal and the stationary ball. Ask the defenders not to block the pass just maintain position between the goal and ball.

Adjust the shot as the learner moves: closer to the goal. closer to the ball.

Placing a defender at the goal increases complexity which increases the need for accuracy in shooting. The relationship of the defender to the goal and ball can be altered to manipulate the complexity of the experience. The closer the defender is to the ball or the goal, the more difficult shooting becomes. However, the adjustments the shooter makes are different. Consider beginning the learning experience with the defender half way between the ball and goal. Defenders' positions can be adjusted as shooting skills are improved, this will increase the shooters' difficulty. Learners can test themselves by the number of goals they make out of ten trials.

Does the learner demonstrate the ability to adjust shots when the defenders position changes?

Does the learner have the ability to score three out of five goals against a passive defender?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

### 4.4 Can the learner gain and offensive advantage to make a shot?

"Take the defender on" to make a shot.

The considerations are the same as above. After learners have gained an offensive advantage, their concern shifts from dribbling to shooting. The offensive player uses strategies to move past the defender to make a shot. For this experience the practice area may need to be lengthened to approximately 30' x 70'. The learners can play a game to three goals or for five minutes. Review or teach the rules (modified/regular) that are necessary for this experience.

Does the learner demonstrate the ability to create an offensive advantage so that a shot can be attempted two out of five trials?

### 4.5 Can the learner on defense prevent the offensive player from gaining an advantage?

Force the offensive player to go one way.

Use the sidelines to your advantage.

Take the ball when the opportunity occurs.

It is important to emphasize the defensive play as much as the offensive play. Learners need a lot of explanation when trying to prevent an offensive advantage.

Forcing the offensive player to move in one direction decreases half of the directional options. Defenders can do this by "over playing" to one side. However, the defender must avoid over playing too much or run the risk of the offensive player gaining an advantage. The purpose is to force the offensive player to move toward the sidelines. The closer to the sidelines the offensive player gets, the greater advantage the defender has in limiting offensive options. The defender should go for the ball if the opportunity arises; however, if the defensive player doesn't get the ball, he must suffer the consequences - an offensive advantage. The testing activities in En Route Learning 4.4 are appropriate for this experience.

Does the learner demonstrate the ability to gain a defensive advantage by:

- forcing the offensive player to only go one way?
- using the sidelines?
- taking the ball away?

Does the learner demonstrate the ability to maintain control of the body while on defense?



## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

### 5.1 Can the learner dribble, pass and receive while moving with a partner.

The focus for these experiences shifts to both learners moving while dribbling, passing and receiving. This requires the receiver to be able to receive a pass while moving (deflect and trap).

Move slowly.

Provide a space about 30' x 30' in which the partners can move. To ensure overall control, the learner's speed must be adjusted. The learners should dribble for three to seven steps and pass. Working in a small space will encourage learners to change direction. The control of the speed of the kick is based on the learner's distance and skill level. The space size can be increased or decreased to manipulate the complexity of the experience. Stationary objects (cones, and/or tires) can be used to increase directional changes. Remind the learners to pass in front of their moving partner - leading the receiver. The learners can test themselves by the length they can dribble and pass without kicking the ball outside the boundary area.

Increase your speed.

Do the learners demonstrate the ability to dribble and pass in three out of five trials while...  
...moving slowly?  
...increasing their speed?  
...moving away from each other?  
...changing pace?

Move further apart.

Deflect the pass in the direction you want to go.

Do the learners lead the receiver?

Change the pace of your movement.

Do the learners demonstrate the ability to trap and continue moving with control three out five trials?

Move towards and away from your partner.

Do the learners have the ability to continually dribble and pass for thirty seconds while on the move?

Lead the partner.

### 5.2 Can the learner dribble, pass and shoot while moving with a partner?

Considerations are the same as the above. The focus is now on shooting.

Dribble and pass with your partner, then shoot.  
- move slowly.  
- change directions.  
- Increase your speed.

The size of the practice area needs to be at least 30' x 50'. Have the learners move from one end to the other. The learners should pass three to five times before shooting and alternate the shots. The shot should be approximately twenty feet from the goal. Have learners test themselves by the number of goals they can score from at least twenty feet away in ten trials

Do the learners demonstrate the ability to pass and shoot with control three out of five trials?

Do the learners have the ability to score four out of five goals from a distance of at least twenty feet?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

### 5.3 Can the learner gain an offensive advantage in a two-on-one offensive situation?

Take the sole defender on.

Player with the ball, dribble to the right of the defender.

Player without ball, create a passing lane.

As discussed in En Route Learning 4.4, the teacher must decide whether to develop the offensive and defensive strategies simultaneously or separately. Defensive strategies are presented in the following En Route Learning.

When a two-on-one offensive advantage exist, the offensive player should take the defender on. It is important that both offensive players work together to take advantage of the situation. The player with the ball should dribble to the right of the defender. This will force the defender to make a decision; challenge the ball, split defenders, or give ground. The player without the ball should move to a position where a pass can be received in order to support the dribbler. A common mistake of the supporting player is to "hide behind" the defender and not create a passing advantage. The practice area need to be at least 30' x 60'. At this time there is no shooting, but the players are trying to advance the ball from one end of the practice area to the other. Design a testing activity that determines the length of time it takes the offensive players to move the ball from one end of the practice area to the other. After the first try, test learners again to see if they can improve their time.

### 5.4 Can a learner defend against two offensive players effectively?

Try to limit the offensive options.

The learners need to practice defensive strategy in an offensive situation of two-on-one. This type of situation is common to soccer play. In most two-on-one situations, the defender should not be expected to stop the offensive players, only delay them until defensive help arrives. A sole defender should try to force the offensive player toward the sideline and try to restrict the passing lanes. Take advantage of poor offensive play, such as offensive players playing

Do the learners demonstrate the ability to use offensive strategies successfully by:  
-taking the defender on?  
-player without the ball creating a passing lane?

Do the learners demonstrate control while dribbling, passing and receiving when in an offensive/defensive situation?

Does the learner demonstrate the ability to use effective strategy when at a disadvantage on defense?

Does the learner:  
-take advantage of offensive mistakes?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Delay the play until help arrives.

Take advantage of poor offensive play.

too close, in poor position, or out of control, etc. When these conditions occur, it is easier to delay the offense. For example: if offensive players are playing too close to one another, it is easier to force the play toward the sideline. In the testing activity suggested previously, the defender should try to increase the time it takes the offense to move the ball.

-limit offensive options?  
-delay offensive advancement?

5.5 Can the learner gain an offensive advantage in a two-on-one situation to make a shot?

The offensive considerations for this En Route Learning are similar to 5.3 and 5.4. The learning experiences focus on scoring against a goalkeeper. The practice area can be reduced and a modified goal area must be laid out.

Same as for En Route Learnings 5.3, 5.4, and 5.5.

5.6 Can the learner defend the goal against two offensive players?

Challenge the player with the ball.

The defensive considerations for this En Route Learning is similar to 4.5 and 5.5. In this type of situation the goalkeeper must consider forcing the play by challenging the player with the ball. Design an activity that tests the number of times the offense scores out of five trials and the number of shots the goalkeeper can prevent.

Does the offensive (two learners) score three out of five times?

Does the goalkeeper prevent three out of five goals?

5.7 Can the offensive learners create an advantage in a two-on-two situation?

Advance the ball from one end of playing area to other.

Many of the strategies in En Route Learnings 4.4 and 5.4 will apply for these experiences. The first learning focuses on advancing the ball. The practice area should be at least 40' x 60'.

The offensive players must work together to create advantages that allow them to advance the ball. There are a variety of options. The following list identifies some:

### Player with Ball

1. Take defender on and dribble past and/or pass to an open teammate.
2. Use fakes.
3. Increase or decrease speed - pass or continue dribbling.
4. Force defender to make a mistake - creates a two-on-one.

Do the learners demonstrate the ability to skillfully advance the ball in three out of five trials?

- Do they work together?
- Do they create passing lanes?
- Do they use fakes to create openings?
- Do they recognize a defensive weakness and take advantage?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

### Player without Ball

1. Move to a position of support.
2. Use fakes to create passing lanes
3. Go past defender to create a passing lane.
4. Keep enough distance between teammates to prevent one defender from being in a position to defend against both offensive players, or, both defenders trapping the player with the ball.

Design an activity that tests the offensive team's ability to advance the ball from one end of the practice area to the other.

#### 5.8 Can the learner on defense prevent or delay the advancement of the offensive players in a two-on-two situation?

Create a defensive advantage to prevent advancement of the ball.

Delay the advancement of the ball.

Take the ball away from the offense when an advantage exists.

The strategies developed in En Route Learnings 4.5 and 5.4 will apply for these experiences. The concentration will be on preventing the advancement of the ball in a two-on-two situation.

Defensive players must communicate to maintain an effective defensive position. Defensive players use strategies to prevent the offense from gaining an advantage. The following is a list of some defensive plays:

1. Attempt to force the play one way.
2. Restrict passing lanes.
3. Keep offensive players between you and the ball.
4. If offensive advantage occurs, delay play until defense can recover.
5. Do not stand side by side - support through depth when teammate forces the ball.

#### 5.9 Can the learners play a modified game with two offensive and defensive players.

The experiences will combine En Route Learnings 5.4 and 5.9. The offensive play is equally as important as the defensive play. Modify the rules and procedures to develop this experience. Use a play area about forty feet with a goal posts at least ten to twelve feet apart.

Does the player without the ball create opportunities by:

1. providing support?
2. create passing lanes?
3. positioning oneself so one defender cannot guard both offensive players?

Do the learners demonstrate the ability to prevent or delay the offense in three out of five trials?

Do they force the play?  
Do they restrict passing lanes?  
Do they maintain good defensive position when defending the player without the ball?

Do the learners demonstrate the ability to fake the ball away in one out of three trials?

Note: The monitoring ideas presented in all the previous learning experiences should be reconsidered during this game-like play.

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Advance the ball toward the goal and create an opportunity for a good shot.

Prevent the offensive players from getting a good shot.

The offensive learners will try to use skills and strategies to create an offensive advantage. The defenders will use their skills and strategies to try to prevent the offensive advantage. Allow the offensive team to keep the ball as long as they score. When a turnover occurs, the teams rotate. The learners should only use those skills that they have learned during Level I. The goalkeeper play has not been presented in Level I so consider modifying the play. Specific skills and strategies of the goalkeeper will be presented in Level II. Some learners may demonstrate a lack of proficiency in one or more skills. Take the time to teach improvement when this occurs.

Do the learners demonstrate the ability to use offensive and defensive strategies to:

Offense: 1. Create passing lanes.  
2. Provide support.  
3. Take defender on.  
4. Use fakes.

Defense: 1. Cut off passing lanes.  
2. Delay the attack.  
3. Force player to sidelines.  
4. Steal the ball when the situation allows.

### 6.1 Can the learner use a variety of offensive skills while working in groups of threes (PEH 238-240)

Pass the ball around with your partners while dribbling.

Increase the distance the pass is made.

Use different types of passes:

- instep.
- inside of foot.
- outside of the foot.

The learners have focused on using dribbling, passing and receiving with a partner. In these experiences, the additional partner will increase the complexity of these skills. Learners will need to consider relationship factors such as distance and type of pass. The teacher should consider teaching En Route Learnings 6.1 and 6.2 simultaneously. The learner's skill level should be major consideration.

The main factor to control in this experience is the distance the learners are from each other. Provide a large space that allows for freedom of movement and up to fifty feet between learners. The learners should move slowly while focusing on passing.

The learners should begin the experience only about ten to fifteen feet apart. They can travel forward or continuously change directions. Gradually increase the distance as control is demonstrated. The learners need to focus on making increasingly long passes thirty to fifty feet. Also, encourage the use of the different types of passes using both feet.

Do the learners demonstrate the ability to pass the ball to different partners skillfully?

Do the learners maintain control as the distance of the pass is increased?

Do the learners demonstrate the ability to use the different passes:

- instep pass?
- inside of the foot pass?
- outside of the foot pass?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

As this experience evolves, have learners practice using a variety of directions within their group. To control the directional movement and distance apart, specify the space area in which the learners will work. Tell them they have to use all the area while moving from one part of the space to another.

The learners need to practice making high passes. To make a high pass, the foot must make contact below the center of the ball. High passes are used to send the ball long distances and/or to send over an opponent to a teammate.

Make high passes.  
(chest height)

Design a testing activity that shows how many successful passes the learners can make in thirty seconds. Each pass that goes out of bounds is not counted.

Do the learners demonstrate the ability to make high passes with control?

Increase dribbling speed while passing with your partners.

Same considerations as above. As the speed of dribbling is increased control/accuracy are affected. Learners must concentrate on their dribbling and passing. Be sure to gradually increase the dribbling from the above learning experience.

Do the learners demonstrate the ability to maintain control of passes as they increase dribbling speed?

### 6.2 Can the learner trap the ball under a variety of conditions (PEH 240-242)?

The option of teaching this learning experience with En Route Learning 6.1 and 6.2 has been addressed. The En Route Learning experiences are not easily separated. The learner must use both skills. The focus may be on one specific learning experience and slowly broaden as the learners develop control and skillfulness.

Trap from a stationary position  
immediate trap:  
-Foot trap.

If the learners do not demonstrate control of trapping while passing dribbling slowly with their partners, teach for it directly. If necessary, toss the ball for learners to practice trapping. Start the learners practicing about ten to fifteen feet apart. Gradually increase the distance of passing and trapping from thirty to fifty feet.

Do the learners demonstrate the ability to use an immediate trap:  
-low passes?  
-high passes?  
-foot trap?  
-thigh trap?  
-chest trap?  
-long passes?

Trap high passes  
immediate.  
-chest trap.

Focus the learners on correct technique of the "immediate trap". Reinforce regularly.

## En Route Learnings

Use a deflect trap to control a long passed ball in a variety of conditions.  
From a stationary position.

While on the move.  
Low and high passes.  
-feet trap.  
-thigh trap.  
-chest trap.

## Teach To The Objective

The "deflect" trap is used to deflect the ball in the direction the learner wants to dribble in. While working in groups of threes the learners can begin practicing about ten to fifteen feet apart and gradually increase the distance.

Each learner should receive a pass while stationary, deflect it in the direction they want to travel in and dribble for ten to fifteen feet and pass.

When the learners demonstrate control of using a deflect trap while stationary, have them start moving to receive a pass. The learners must now practice on using a deflect trap while moving and continue moving in their intended direction with the ball. Add new tapes as appropriate.

The teacher must focus on reinforcing correct technique during the development of these learning experiences. Do not let learners advance to more complex skills until they demonstrate control at this level of complexity.

Have the learners see how many passes they can successfully make in thirty seconds while receiving traps on the move. The learners should use all their designated practice area.

## Monitor Learner Progress

Do the learners demonstrate the ability to use deflect traps:

- low passes?
- high passes?
- while stationary?
- moving slowly?
- at gradually increasing speed?
- foot trap?
- thigh trap?
- chest trap?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

### 6.3 Can the learner dribble, pass, and trap in a group of threes?

Gradually increase the distance of the pass.

Make high passes.

Make low passes.

Gradually try to increase the speed at which you and your partners are traveling.

Concentrate on deflect traps - trap while on the move and continue

moving with the ball.  
-chest trap  
-thigh trap.  
-foot trap.

Work as far apart as you can but maintain control.

### 7.1 Can the learners working in groups of threes receive a pass and shoot (PEH 238-240)

When reinforcing skills avoid providing the learner too much information to process. Focus on one skill that needs the most refinement. Control the learning environment the learners are using to help them maintain control.

Plan a variety of activities that will test their skill level as they demonstrate control.

For example 1: place three or four groups into large spaces. Each group have a ball. Have them see who can keep the ball inside the boundaries the longest. You will need to ensure that they are all working at about the same complexity.

2. Have the learners see how many high passes they can make and/or receive from different areas in their practice space.

3. See which groups can make the longest passes with accuracy to a moving player.

Learners will enjoy shooting and it is an easy skill to practice for extended periods. If learners demonstrate difficulty in shooting returns to earlier objectives and teach directly for correct shooting technique.

Do the learners demonstrate the ability to make three out of four passes successful from various distances?

Do the learners have the ability to make long passes (fifty feet) to a moving player three out of five trials?

Do the learners demonstrate the ability to successfully keep a ball going for one minute using a variety of skill combinations:  
-dribbling, passing and trapping?  
-changing speed and direction?  
-making low to high passes?  
-using deflect and immediate passes?



## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Receive a pass, dribble, and shoot.

Shoot within three steps after receiving a pass.

Shoot from about thirty feet.

Shoot from left to to the right.

Shoot from right to left.

Dribble and pass through obstacles and shoot.

Receive a ball and shoot without dribbling.

-ground level pass.

-bouncing ball.

-use both feet.

-shoot left to right.

-shoot right to left.

-shoot to the corners.

The learners have practiced receiving, dribbling and passing. These experiences are similar. Have the learners practice at a speed under which they can maintain control. The learners should focus on obtaining control of the ball prior to shooting. Learners should develop the ability to shoot within three steps of receiving a pass. Control the speed of the pass to the receiver to control the complexity of the experience. As control is gained, the learners can increase speed. Plan the environment so the learners can approach a goal when passing and receiving. Mark an area approximately twenty five feet from the goal. As they enter this area, the one receiving the pass shoots. Be sure the learners alternate shooting. The goal should be at least ten to twelve feet wide. The learners can compare their shooting skill by seeing who can score the most goal out of ten trials.

Same considerations as above. The obstacles are used to increase complexity. Learners must be able to dribble and pass while moving through the obstacles and to receive the pass to shoot.

The learners focus on making shots directly from a received pass. With some passes, the learners will not be able to make a direct shot. They will need to judge each pass as it is coming towards them and adjust to the pass. If they can make a direct shot, they should do so. If not, they should trap it, obtain control and then shoot. As learners work together to make good passes, the distance of the pass should be controlled by the teacher. Start the learners off close together, twelve to fifteen feet apart, and gradually increase the distance. As learners demonstrate control, have them focus on aiming to the corners of the goal. This is a strategy they will use when facing a goalkeeper.

Does the learner demonstrate the ability to obtain control of a pass and within three steps shoot a goal in four out of five trials?

Does the learner have the ability accurately shoot for a goal from at least thirty feet and make the goal in two out of three trials?

Does the learner...  
...shoot with both the left and right foot?  
...shoot from left to right and right to left successfully?

Does the learner demonstrate the ability to dribble and pass through obstacles and shoot with accuracy three out of five trials?

Does the learner demonstrate the ability to shoot a ball from a direct pass in three out of five trials?

Grade/Level: Secondary

Concept/Activity: Soccer II

Objectives: The learner will be able to:

1. Demonstrate effective goalkeeper skills in game-like conditions.
2. Demonstrate effective use of offensive skills and strategies in a three-on-three to six-on-six game-like situation.
  - a. Demonstrate effective use of defensive skills and strategies in a three-on-three to six-on-six game-like situation.
3. Demonstrate the ability to make the transition from offense to defense and defense to offense smoothly during continuous play in a modified game of six-on-six.
4. Demonstrate effective use of the offensive and defensive skills and strategies to play a game of seven-on-seven soccer.

NOTE: If the learners are not ready for the skills involved in this unit teach or review the materials from the elementary physical education guidelines in the appropriate areas of Basketball, Soccer, or Volleyball. See Appendix of the document.

#### En Route Learnings

#### Teach To The Objective

#### Monitor Learner Progress

1.1 Can the learner prevent a goal from being scored when playing goalkeeper (PEH 246-249)?

Catch a low goal shot.

The main responsibilities of the goalkeeper are to prevent the ball from going into the goal and to start the team's offense. The goalkeeper needs to learn to catch the ball in different positions, many of which are determined by how the ball comes toward the goal.

Group the learners into groups of fours/fives. Three learners are on offense passing and shooting from about thirty feet while one learner is the goalkeeper. Rotate the learners every three to five trials. Design a goal area twelve to sixteen feet across. Modify the goal area if necessary to ensure success.

Techniques for catching a low level ball:

1. Face the direction of the incoming ball.
2. Keep feet together, legs straight and bend forward at the waist.
3. Scoop the ball up with the little fingers together.
4. Secure the ball with hands, stand up straight and secure the ball to your chest with both hands.

Does the learner demonstrate the ability to catch three out of five low goal shots?